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ABSTRACT

This volume on quality learning in higher education discusses issues of good practice particularly action learning and Total Quality Management (TQM)-type strategies and illustrates them with seven case studies in Australia and the United Kingdom. Chapter 1 discusses issues and problems in defining quality in higher education. Chapter 2 looks at demands for quality assurances from outside agencies, particularly governments and discusses in particular the experiences in Australia and the United Kingdom. The case study is "An Institution Responds to CQAHE" (Douglas Porter). CQAHE is the Australian government's Committee for Quality Assurance in Higher Education. Chapter 3 details challenges to higher education under current social and political conditions. The case study is "Developing Learning Agents" (Gus Pennington). Chapter 4 investigates the characteristics of quality learning. The case study is "Learning about Learning: Teachers' and Students' Conceptions" (Peter Taylor). Chapter 5 discusses encouraging quality learning. The case study is "Challenging the Theory" (Ronald Barnett). Chapter 6 explores learning and action research. The case study is "Facilitating Action Research" (Ortrun Zuber-Skerritt). Chapter 7 looks at organizational change and TQM and includes the case study "A University's TQM Initiative" (Priscilla Chadwick). Chapter 8 focuses on evaluating for quality outcomes and includes the case study "An Outcomes Approach to a Degree Programme" (Mike O'Neil and Ken Onion). The final chapter argues that institutions must support individual and collective action to bring about a community of quality. Includes an index. (Contains 166 references.) (JB)